



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Contexts for Reading & Writing	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar                             <ul style="list-style-type: none"> <li>• PLANNING, DRAFTING, EDITING, PUBLISHING / SHARING TO AN AUDIENCE</li> </ul> </li> </ul>					
	<b>Autobiography Narrative</b> <i>Stone Age boy</i> <b>Instructions</b> <i>'How to Wash a Woolly Mammoth'</i>	<b>Non Chronological Report</b> <i>Iron Age Life</i> <b>Report</b> <i>'Secrets of Stonehenge'</i> <b>Poetry</b> <i>Wolf poetry</i>	<b>Play Scripts</b> <i>'Roman Invasion'</i>  <b>Poetry</b> Cadence calls / marching songs	<b>Roman Myths</b> <i>'Romulus and Remus'</i> <b>Newspaper report</b> <i>'Boudicca's revolt'</i> <b>Diary entry / Narrative</b> <i>Escape from Pompeii</i>	<b>Narrative</b> <b>'Anglo Saxon Legends</b> King Arthur and the knights of the round table' <b>Chronological Report</b> <i>Sutton Hoo</i>	<b>Instructions</b> <i>'Making a longboat'</i>  <b>Newspaper report</b> <i>Discovery of Staffordshire hoard</i>
Writing  Ed Shed - Weekly SPAG lessons, plus dictation and practice activities	<ul style="list-style-type: none"> <li>• Spell words which are often misspelt from the Y3-4 list</li> <li>• Use the possessive apostrophe accurately with plurals</li> <li>• Use a dictionary to check a spelling</li> <li>• Use appropriate handwriting joins, including choosing unjoined letters</li> <li>• Adopt the features of existing texts to shape own writing</li> <li>• Build sentences with varied vocabulary and structures</li> <li>• Organise paragraphs around a theme</li> <li>• Develop detail of characters, settings and plot in narratives</li> <li>• Use simple organisational devices in non-fiction</li> <li>• Suggest improvements to grammar and vocabulary</li> <li>• Proofread own work for spelling and punctuation errors</li> </ul>			<ul style="list-style-type: none"> <li>• Read aloud using appropriate intonation, tone and volume</li> <li>• Use a range of conjunctions to extend sentences with more than one clause</li> <li>• Choose nouns and pronouns for clarity and cohesion</li> <li>• Use conjunctions, adverbs and prepositions to express time, cause &amp; place</li> <li>• Use fronted adverbials</li> <li>• Understand the difference between plural and possessive '-s'</li> <li>• Recognise and use standard English verb inflections</li> <li>• Use extended noun phrases, including with prepositions</li> <li>• Use and punctuate direct speech correctly</li> </ul>		
Reading Daily Accelerated Reader / Whole Class Reading/ Guided Reading	<ul style="list-style-type: none"> <li>• Read aloud and understand words based on knowledge of root words, prefixes and suffixes</li> <li>• Read further exception words, including those with unusual spelling/sound links</li> <li>• Retell some fairy tales or traditional tales orally</li> <li>• Identify themes and conventions in a range of books</li> <li>• Perform plays and poetry aloud using intonation, tone, volume and action</li> <li>• Recognise some different forms of poetry</li> <li>• Use dictionaries to check the meanings of words</li> </ul>			<ul style="list-style-type: none"> <li>• Check that a text makes sense, including explaining the meaning of words in context/Identify and summarise the main ideas drawn from more than one paragraph</li> <li>• Draw inferences about feelings thoughts and motives</li> <li>• Use evidence to justify inferences</li> <li>• Discuss words and phrases which capture the reader's interest</li> <li>• Identify how language contributes to meaning</li> <li>• Identify how structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction texts</li> </ul>		



## YEAR 4 CYCLE 2 LONG TERM PLAN 2022 to 2023

<p><b>Maths</b> Whiterose <a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a></p>	<p><b>Place Value</b> -Represent, write and partition numbers up to 10,000</p> <p><b>Addition and Subtraction -</b> Add and subtract 4 digit numbers up to 1,000.</p>	<p><b>Area</b> Identification and comparison of area.</p> <p><b>Multiplication and Division A -</b> Multiply and divide by: 3, 6, 9, 7, 11 and 12.</p>	<p>Multiplication and Division B - Multiply and divide up to 3 digits by 1 digit.</p> <p>Length and perimeter - Perimeter of rectangles and rectilinear.</p>	<p>Fractions Decimals A</p> <p>Identify and compare fractions. Use tenths and hundredths.</p>	<p>Decimals B Write, compare, order and round decimals.</p> <p>Money - ordering and estimating money</p> <p>Time - Telling the time to the minute and 24 hour clock.</p>	<p>Shape - Properties of 2D and 3D shape, symmetry and angles.</p> <p>Statistics - Charts and line graphs.</p> <p>Position and Direction - translation of shape on a grid.</p>
<p><b>Science</b> Science Bug <a href="https://www.activelearnprimary.co.uk/">https://www.activelearnprimary.co.uk/</a></p>	<p><b>Human Nutrition</b></p> <p>Identify and name the parts of the human digestive system. Know the functions of the organs in the human digestive system. Identify and know the different types of human teeth. Know the functions of different human teeth. Use and construct food chains to identify producers, predators and prey.</p> <p><b>Ivan Pavlov</b> (Digestive System Mechanisms)</p> <p><b>Washington Sheffield</b> (designer of 1st tube toothpaste)</p>	<p><b>Electricity</b></p> <p>Identify and name appliances that require electricity to function. Construct a series circuit. Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). Predict and test whether a lamp will light within a circuit. Know the function of a switch. Know the difference between a conductor and an insulator; giving examples of each.</p> <p><b>Thomas Edison</b> (First Working Lightbulb)</p>	<p><b>Sound</b></p> <p>Know how sound is made.. Know how sound travels from a source to our ears. The correlation between pitch and the object producing a sound. The correlation between the volume of a sound and the strength of the vibrations that produced it. Know what happens to a sound as it travels away from its source.</p> <p><b>Alexander Graham Bell</b> (Telephone)</p>	<p><b>Grouping Living Things</b></p> <p>Use classification keys to group, identify and name living things.</p> <p>Group materials based on their state of matter (solid, liquid, gas)</p> <p><b>Jacques Cousteau</b> (Marine Biologist)</p>	<p><b>Dangers to Living Things</b></p> <p>Know how changes to an environment could endanger living things.</p> <p><b>Cindy Looy</b> (Environmental Change and Extinction)</p>	<p><b>Changes of State</b></p> <p>Know the temperature at which materials change state.</p> <p>Know about and explore how some materials can change state</p> <p>Know the part played by evaporation and condensation in the water cycle.</p> <p><b>Anders Celsius</b> (Celsius Temperature Scale)</p> <p><b>Daniel Fahrenheit</b> (Fahrenheit Temperature Scale / Invention of the thermometer)</p>



## Working Scientifically

Ask questions such as:

- Why are steam and ice the same thing?
- Why is the liver important in the digestive systems?
- What do we mean by 'pitch' when it comes to sound?

Use research to find out how much time it takes to digest most of our food.

Use research to find out which materials make effective conductors and insulators of electricity.

Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water.

Set up a fair test with more than one variable e.g. using different materials to cut out sound.

Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures.

Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning.

Use a data logger to check on the time it takes ice to melt to water at different temperatures.

Use a thermometer to measure temperature and know there are two main scales used to measure temperature.

Gather and record information using a chart, matrix or tally chart, depending on what is most sensible.

Group information according to common factors e.g. materials that make good conductors or insulators.

Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings.

Present findings using written explanations and include diagrams, when needed.

Write up findings using a planning, doing and evaluating process.

Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned.

When making predictions there are plausible reasons as to why they have done so.

Be able to amend predictions according to findings.

Learn to change ideas as a result of what has been found out during a scientific enquiry

## History

### Prehistoric Britain 'Stone Age to Iron Age'

Know how Britain changed between the beginning of the stone age and the iron age  
Know the main differences between the stone, bronze and iron ages.  
Know what is meant by 'hunter-gatherers'

### Romans

Know how Britain changed from the iron age to the end of the Roman occupation.  
Know how the Roman occupation of Britain helped to advance British society.  
Know how there was resistance to the Roman occupation and know about Boudica.  
Know about at least one famous Roman emperor.

### Anglo Saxons

Know how Britain changed between the end of the Roman occupation and 1066.  
Know about how the Anglo-Saxons attempted to bring about law and order into the country.  
Know that during the Anglo-Saxon period Britain was divided into many kingdoms.  
Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.  
Use a timeline to show when the Anglo-Saxons were in England.

## Geography

### Volcanoes

### Europe study Settlements



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		<p>Locate Italy on a map</p> <p>Identify similarities / differences between Britain and Italy (modern) Country shape, flag, population, climate, surrounding seas</p> <p>What a volcano is, its features and how different volcanoes are formed</p> <p>Layers of the Earth - crust, mantle, outer and inner, dome, composite and shield Active /Dormant</p> <p>Where volcanoes are located in the world (Ring of Fire)</p> <p>Famous volcanoes (Vesuvius, Mt Etna, Fuji, Krakatai, Vesuvius, Mount St Helens, Cotopaxi)</p>	<p>Know at least five differences between living in the UK and a Mediterranean country.</p> <p>Use correct geographical words to describe a place (settlement types, land use, economic activity).</p> <p>Identify key features of Little Aston locality by using a map.</p> <p>Use 4 figure grid references.</p> <p>Plot NSEW on a map use N NE E SE S SW W NW.</p> <p>Use some basic OS map symbols.</p> <p>OS maps use scale 1:2500 and 1:10 000 and work out distances across number of squares.</p>			
Art	<p><b>Cave paintings</b></p> <p><b>Stone age Jewellery</b></p> <p>Use sketchbooks to help create facial expressions and to experiment with different texture.</p> <p>Know how to use marks and lines to show texture in art.</p> <p>Know how to use line, tone, shape and colour to represent figures and forms in movement.</p> <p>Know how to sculpt clay and other moldable materials.</p>	<p><b>Mosaic</b></p> <p>Experiment with the styles used by other artists.</p> <p>Explain some of the features of art from historical periods.</p> <p>Know how different artists developed their specific techniques</p>	<p><b>Technical drawing and Print design</b></p> <p>Know how to integrate digital images into artwork</p> <p>Know how to print onto different materials using at least four colours.</p> <p>To create different effects using a pencil</p> <p>To add shadows and highlights to suggest three dimensions.</p> <p>Drawing around geometric shapes onto polystyrene foam and securing to a cork or clay, children make a stamp to create repeating patterns, varying configurations and their use of colour.</p>			
Design Technology (Kapow) <a href="https://www.kapowprimary.com/">https://www.kapowprimary.com/</a>	<p><b>Electrical systems: Torches</b></p> <p>Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.</p>	<p><b>Mechanical Systems: Slingshot car</b></p> <p>Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.</p>	<p><b>Food: Adapting a recipe - (Bread)</b></p> <p>Work in groups to adapt an existing bread recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.</p>			
Music (Kapow)	<p><b>Body and tuned percussion (Theme: Rainforests)</b></p>	<p><b>Rock and Roll</b></p>	<p><b>Changes in pitch, tempo and dynamics (Theme: Rivers)</b></p>	<p><b>Adapting and transposing motifs (Theme: Romans)</b></p>	<p><b>Haiku, music and performance (Theme: Hanami festival)</b></p>	<p><b>Samba and carnival sounds and</b></p>

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<p><a href="https://www.kapowprimary.com/">https://www.kapowprimary.com/</a></p>	<p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms</p>	<p>Learn about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock.</p>	<p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.</p>	<p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>	<p>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers.</p>	<p><b>instruments (Theme: South America)</b> <b>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</b></p>
<p><b>Computing</b> <b>NCCE</b> <a href="#">National Centre for Computing</a></p>	<p><b>Creating Media</b> <b><a href="#">Audio Production</a></b> <b><a href="#">/editing</a></b></p> <p>Identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Discuss the ownership of digital audio and the copyright implications of duplicating the work of others. Use Bandlab to produce a podcast, which will include editing work, adding multiple tracks, and opening and saving the audio files. Evaluate work and give feedback to peers.</p>	<p><b>Computing Systems</b> <b><a href="#">The Internet</a></b></p> <p>Knowledge and understanding of networks. Appreciate the internet as a network of networks which need to be kept secure. Learn that the World Wide Web is part of the internet. Explore the World Wide Web to learn about who owns content and what they can access, add, and create. Evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>	<p><b>Programming A</b> <b><a href="#">Repetition in Shapes</a></b></p> <p>Repetition and loops within programming. Create programs by planning, modifying, and testing commands to create shapes and patterns.  Use Logo, a text-based programming language.</p>	<p><b>Data and Information</b> <b><a href="#">Data logging</a></b></p> <p>How and why data is collected over time. Consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Collect data/ access data captured over long periods of time. Look at data points, data sets, and logging intervals. Review and analyse data. Pose questions and then use data loggers to automatically collect the data needed to</p>	<p><b>Creating Media</b> <b><a href="#">Photo editing</a></b></p> <p>Understand how digital images can be changed, edited, resaved and reused. Consider the impact that editing images can have. Evaluate the effectiveness of their choices.</p>	<p><b>Programming B</b> <b><a href="#">Repetition in Games</a></b></p> <p>Using the Scratch environment. Scratch activity similar to Logo in Programming unit A, discovering similarities between two environments. Look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Create a game which uses repetition, applying stages of programming design throughout.</p>



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				answer those questions.		
E-Safety Project Evolve <a href="https://projectevolve.co.uk">https://projectevolve.co.uk</a>	<p><b><u>Self-Image and Identity</u></b></p> <p>Explain how my online identity can be different to my offline identity.</p>	<p><b><u>Online Relationships</u></b></p> <p>Describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms)</p> <p><b><u>Online Reputation</u></b></p> <p>Explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p><b><u>Online Bullying</u></b></p> <p>Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p><b><u>Managing Online Information</u></b></p> <p>Analyse information to make a judgement about probable accuracy and understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p>	<p><b><u>Health, Well-being and Lifestyle</u></b></p> <p>Identify times or situations when someone may need to limit the amount of time they use technology e.g. suggest strategies to help with limiting this time.</p>	<p><b><u>Privacy and Security</u></b></p> <p>Describe strategies for keeping personal information private, depending on context.</p> <p><b><u>Copyright and Ownership</u></b></p> <p>When searching on the internet for content to use, explain why you need to consider who owns it and whether you have the right to reuse it.</p>
PSHE Entrust Staffordshire	<p><b><u>Me and My School</u></b></p> <p>Participate in the school's decision making process, relating it to democratic structures and processes such as council, parliaments, government and voting</p>	<p><b><u>Me and My Safety</u></b></p> <p>Recognise different risks in different situations, decide how to behave responsibly</p> <p>School rules about health and safety, basic emergency aid procedures and where to get help</p>	<p><b><u>Me and My Relationships</u></b></p> <p>How the body changes as they approach puberty</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p>To be aware of different relationships including marriage, those between friends and</p>	<p><b><u>Happy and Healthy Me</u></b></p> <p>Bacteria and viruses affect health and following simple safe routines can reduce their spread</p> <p>Which commonly available substances and drugs are legal, illegal, their effects and risks</p>	<p><b><u>Me and Other People</u></b></p> <p>Realise the consequences on individual and communities of anti-social and aggressive behaviours e.g. bullying, racism</p> <p>That differences and similarities between people arise from a number of factors e.g. cultural, ethnic, racial, religious diversity, gender and disability. (PSHE Association adds age, sexual</p>	<p><b><u>Me in My World</u></b></p> <p>Realise the consequences on individual and communities of anti-social and aggressive behaviours e.g. bullying, racism</p> <p>That differences and similarities between people arise from a number of factors e.g. cultural, ethnic, racial, religious diversity, gender and disability. (PSHE Association adds age, sexual</p>

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			families and to develop skills to be effective in relationships  Prepare for change		orientation in line with Equality Act)  Develop relationships through work and play: taking part in activities with groups that have particular needs such as children with special needs and the elderly; communicating with children in other countries via satellite, email or letters	orientation in line with Equality Act)  Develop relationships through work and play: taking part in activities with groups that have particular needs such as children with special needs and the elderly; communicating with children in other countries via satellite, email or letters
PE Aspire Coaches LTPE Planning	Invasion Games keep possession of a ball. dribble a ball work as a team accurately pass to others defend the ball safely	Gymnastics To develop my gymnastic Floor Shapes To develop my gymnastic Floor movements To develop my apparatus skills.	Dance  Children will learn: charleston step chasse strut to Develop their dancing and performing skills to perform a line dance using a range	Net/ Wall Games  To develop, master and apply their basic skills and hand-eye coordination (catch) To develop, master and apply the basic skills and hand-eye coordination when controlling an object (1/2 hand strike for accuracy)	<b>Striking/ Fielding Games</b> Children will learn to: develop and investigate different ways of throwing and to know when each is appropriate -Use ABC (agility, balance, co-ordination) develop their hand-eye co-ordination	Athletics Learning Objective: To develop strength & technique (sprint run); To enjoy competing with each other; To compare and evaluate performances and demonstrate an attitude to improve.
RE Entrust Staffordshire	<b>Harvest</b> <b>Explore</b> religious stories and teachings about the environment and <b>identify and reflect</b> their impact on behaviour	<b>Landmarks in Life</b> <b>Investigate</b> the importance for believers of ceremonies in which special moments in the life cycle are marked  The Christmas story.	<b>Commitment</b> <b>Engage with</b> a variety of people about their beliefs and values and <b>ask questions</b> about the way commitment affects their lives	<b>Study of a chosen religion</b> <b>Research</b> some key events in the development of a religious tradition and <b>explain</b> the impact on believers today  The Easter Story	<b>Thinking about God</b> <b>Identify</b> some of the ways in which religions name and describe attributes of God and <b>make links</b> with belief and practice	<b>Feature and Patterns of Worship</b> <b>Identify</b> the main features and patterns of an act of worship and <b>talk about</b> the importance of worship for believers

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## French (Kapow)

<https://www.kapowprimary.com/>

### French numbers, calendars and birthdays

Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.

### Clothes - getting dressed in France

Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.

### French weather and the water cycle

Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates.

### French food - Miam, miam!

French food, cafés, ordering and menus - 'Yum Yum' - or 'Miam, Miam' ! This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French.

### Portraits - describing in French

Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.

### French and the Eurovision Song Contest

Using the concept of the Eurovision Song Contest to inspire pupils when writing original songs in French, using vocabulary from years 3 and 4, including rhyming sounds. Learning additional music vocabulary and expanding their knowledge of the French names of European countries. Exploring new sentence constructions to talk about playing an instrument and expressing likes and dislikes about different styles of music.